

Inspection of Peaks Edge Day Nursery and Preschool

10, Sevenairs Road, Sheffield, Sth Yorkshire S20 1NZ

Inspection date: 4 June 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled and enjoy their time at the setting. They benefit from many varied learning opportunities that help them to make good progress from their starting points. Managers focus on the key skills that they want children to learn and develop. The curriculum for all children helps them to have the skills and knowledge that they need, by the time they move on to school.

Staff consistently engage with children at their level. They say, 'ready, steady go' and count down from three. Children clap and laugh as they experiment with cause-and-effect toys. Staff sit with children and make marks on paper as children practise their pencil grip. They encourage children to explore and use their imagination as they add water to their dinosaur play. They make the dinosaurs 'stomp', making big splashes.

Staff are highly skilled at supporting children's emotional well-being. When they are unsettled, they help to calm them by offering cuddles and reassurance. Overall, children have positive relationships with staff. Staff help children to learn what is expected of them. They encourage them to practise their listening skills. They tidy up together and follow instructions from staff. Children's good behaviour, supported by staff, is evident across the setting.

What does the early years setting do well and what does it need to do better?

- Staff help children to transition to the next stage in the setting. For example, they help children to settle into the next room. They share information together about children's levels of development. This ensures that the new key person can continue to support children's learning. Children benefit from learning that is tailored to their individual needs.
- Learning opportunities for babies are well thought out. Staff focus on helping babies to feel safe and secure, so that they separate from their carers with ease. They help them to practise their physical skills. For example, furniture is carefully placed, to provide opportunities for children to pull themselves up and to walk with support. This supports babies to become confident walkers and movers.
- Staff help children to learn a wide range of mathematical concepts. For example, they sing number songs together. Staff pause to count down from five. They take away one and ask children how many are left. Children make good progress in their mathematical development.
- Staff support children well to develop their vocabulary. They introduce words of the week. Children practise using the word and what the word means. For example, staff introduce the word 'before'. They give examples of when the word is used, and children try to think of their own examples. Staff model language consistently across all age groups. Children develop a wide range of

vocabulary.

- Staff provide learning experiences that build on what children already know and can do. However, they do not consistently provide opportunities for children to recall what they have already learned, to even further embed their skills and knowledge.
- Staff are skilled at adapting activities to keep children engaged. They consider children's interests and incorporate these into activities. They consistently demonstrate how to do things, so that children learn new skills. They encourage children to keep on trying so that they develop their confidence.
- Staff provide many opportunities for parents to come into the setting and see how their children learn and play. This helps parents to continue learning at home. This is contributing towards the good progress that all children make.
- Managers know the strengths and areas for development across the setting. They observe staff and provide feedback about their practice to help them to improve. Managers are supportive and consider staff well-being. Managers model practice and what is expected of all staff. This is having a positive impact in most areas of learning.
- There is some inconsistency in staff practice that further focus from managers will help to improve. For example, some staff are less confident than others to use their questioning skills or to extend children's learning. That being said, the staff team is relatively new, and managers are working hard to develop consistency.
- Managers carefully consider how funding can be used to meet children's individual needs. They consider how additional resources and opportunities can help to narrow gaps in children's learning. This ensures that children benefit from experiences that they might not otherwise have.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop staff skills to support children to recall past learning and securely embed their knowledge
- use existing professional development processes to ensure consistency in skills and knowledge across all staff.

Setting details

Unique reference number	2798125
Local authority	Sheffield
Inspection number	10394389
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	65
Name of registered person	Early Years Care & Education Ltd
Registered person unique reference number	RP551205
Telephone number	07811264814
Date of previous inspection	Not applicable

Information about this early years setting

Peaks Edge Day Nursery and Preschool registered in 2024. They operate in Sheffield. The nursery is open all year from 7am to 7pm, Monday to Friday. The nursery employs 17 members of staff. Of these, 11 hold a relevant qualification at level 3 and above. The nursery offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Aimee Hill

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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